

**Directions for the Plan for School Improvement Template:**

All Low Performing schools must submit a plan for school improvement to NCDPI for review. The following document is an optional template to record a school's plan for improvement. Once completed, this document or the school's choice of a Plan for Improvement document must be uploaded to <https://www.rep.dpi.state.nc.us/dstplan/>.

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**Please note:** The following MS Excel Workbook includes cells that contain formulas in order to populate the information entered on corresponding sheets. Begin entering information on the **School Info Mission Vision tab**, and if the formulas remain in place, the **District Name, School Name, School Code, and School Year** will populate to all the following tabs.

On the **Goals tab**, each goal entered will populate to its corresponding tab.

To save the **Excel file as a PDF**, select **File, Save As**, and select **PDF** under **Save as Type**.

To save the entire Workbook as a PDF, use the **Options** button to select **Publish What > Entire Workbook**.

### School Plan for Improvement

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Caldwell County Schools	Oak Hill School	376	2015-2016
<b>Principal Name (or Designee)</b>	Chris Ackerman	<b>Principal Name (or Designee) Email</b>	<a href="mailto:cackerman@caldwellschools.com">cackerman@caldwellschools.com</a>
<b>School Mission</b>	To provide quality instruction that is differentiated to meet the needs of every student in a safe, caring environment where parents and community are invited and encouraged to be an active part of their children's education.		
<b>School Vision</b>	Oak Hill School will be a school that is supported by the community, parents will be constructively involved in their children's education, and students will be prepared for success in high school and beyond.		
<b>Data Analysis:</b> Give a brief description of the data sources your team analyzed and the root causes uncovered during the analysis. What was learned from the data review? How did these data inform decisions for school improvement initiatives? (to include TWC, EOG/EOC results, attendance, graduation rates, among other sources of data)			

## School Plan for Improvement

Brief description of data sources analyzed: Data sources analyzed during the revision process for the school improvement plan include:

- Student population data (enrollment, transient numbers, Exceptional Children numbers, 504 numbers, and Free / Reduced Lunch Percentages)
- Growth data from Education Value-Added Assessment System (EVAAS)
- Student proficiency data from End of Grade Testing, Goal Summary Reports, and mClass
- Annual Yearly Progress Data
- Teacher data
- Scheduling Information

Root causes uncovered during analysis that led to current revision of the school improvement plan.

The Oak Hill School student enrollment has dropped from 273 students in 2005 to 133 at the beginning of the 2015 – 2016 school year. During the last three school years reading proficiency scores have improved from 44% proficient in 2012-2013 to 57% proficient in 2014-2015, and math proficiencies have improved from 26% proficient in 2012 – 2013 to 31.5% proficient in 2014-2015. Science proficiency percentages scores have risen from 35% proficient in 2012-2013 to 51% proficient in 2014-2015. Oak Hill School was 3 percentage points away from a receiving a school performance grade of a “C”. The 3 percentage points would have been attained if approximately 21 additional assessments in 2014 – 2015 scored of a level 3 or higher. During the last three school years the percentage of kindergarten through second grade students achieving proficient and/or above proficiency levels in TRC has gone from 38% proficient in 2012 – 2013 to 54% proficient in 2014 – 2015.

Oak Hill has only three student subgroups within the school, white, economically disadvantaged and students with disabilities. Oak Hill’s student attendance rate has been close to 95% for the past three school years. Student discipline is very minimal. A total of 4 students have been suspended out of school during the last 3 school years. Two students were suspended during the 2014 – 2015 school year. From the 2013 – 2014 school year to 2015 – 2016 school year the free and reduced lunch percentages have increased over 10%. In February of 2011 OHS had approximately 48% of the students classified as economically disadvantaged. Currently OHS has a 65% economically disadvantaged population. In addition to an increase in the economically disadvantaged population, OHS has seen increases in the Exceptional Children and 504 population or 32 students out of a 133 student population are identified to receive Exceptional Children and or 504 services. During the 2014-2015 school year the student population grew to over 140 students and the 2015-2016 school year started with 133 student. Administration realized that over 25% of the student population is transient.

From 2012-2013 to 2014-2015 Oak Hill School has made progress similar to the growth standard in Education Value-Added Assessment System (EVAAS). During the 2012- 2013 school year every teacher achieved the growth standard in Education Value-Added Assessment System (EVAAS). EVAAS has not published growth ratings for every teacher to date, but the preliminary ratings show that during the 2014 – 2015 school year two teachers (three subjects) will not meet their growth standard. A small student population makes it easier for teachers to achieve the growth measures because of the large range of the standard error. On the other hand a small student population makes it more difficult for teachers to achieve the necessary goals for proficiency standards which is 80% of school’s performance grade calculation. For the past four school years the percentage of targets met for annual measurable objectives by faculty have fluctuated between 77% and 69% targets met. During the 2014 – 2015 Oak Hill School made 73% of their target goals.

Currently 100% of our faculty are highly qualified and certified in the area they are teaching. We have five kindergarten through fifth grade classroom teachers and four middle school classroom teachers. Other certified teachers include a full time exceptional children’s teacher and physical education teacher. Part time faculty include music, art, band, CTE, academically gifted, a media coordinator, speech/language, a social worker (1 day a week), a nurse (1 day a week), a school counselor (2 days a week) and three Instructional Assistants. This makes a total of 24 faculty. Nine teachers have ten plus years of experience, four teachers have four to ten years, and four have three years or less of experience. Six teachers have advanced degrees and three are nationally board certified.

During the summer of 2014 the schedule for Oak Hill School was revamped to maximize instructional time, and curriculum supports. This schedule was developed to increase the amount of direct instruction that each student received as well as increasing instructional time for students who need supplemental or intensive services. An emphasis was placed on reading and math for all grades and 90 minutes of instructional time for both subjects was allocated. All faculty members were utilized to ensure catch up growth. Exploratory were scheduled times to team teach with teachers during the 2014-2015 school year and during the 2015 -2016 school year the teaming approach was changed to an intervention/ grouping model that provided better structure for students and gave all faculty accountability and ownership of student growth.

The original school improvement plan third goal was to improve the climate and culture of Oak Hill School by focusing on building collaborative relationships with local civic and religious organizations that surround Oak Hill. This work will include improving parent involvement and support of Oak Hill School to better student success. This goal was accomplished during the 2014-2015 school year. During the 2014 – 2015 Oak Hill School was assigned a new principal, after having three other administrators since 2012 – 2013. In 2014 Oak Hill School’s mission, vision and belief statements were developed with the faculty and community. Oak Hill is not including a goal into the revised school improvement plan but tends to focus on educating parents about specific standards, and detailing the importance of students reading and working on math over summer and long breaks during the school year. In addition Oak Hill has created contracts for parents and teachers to put in place for struggling students that outlines teacher, student and parent responsibilities.

What was learned from the data review?

The following has been learned from the data review:

- The exponential decrease in student enrollment over the past several school years has inadvertently increased the percentage of students who are economically disadvantaged and students who receive services from exceptional children / 504 areas. In addition to a high exceptional children / 504 population Oak Hill School has a high transient population that enrolls and withdraws from Oak Hill School.
- Classroom teachers are achieving growth ratings from Education Value-Added Assessment System (EVAAS), but need to continue to focus on teaching strategies that will help students that are close to achieving proficiency levels and students that are severely at-risk. This focus will ultimately improve proficiency percentages and increase the number of teachers who achieve excessive growth.
- Classroom Teachers need professional development in using data for instructional design (ie. Professional Learning Communities, Response to Intervention Training, and continue with the Understanding By Design initiative). The Oak Hill Faculty received their initial training in Multi-Tiered System of Support during the summer of 2015. The 2015-2016 school year is the training year for Oak Hill School and the 2016-2017 school year will focus on planning and implementation of Multi-Tiered System of Support.

How did this data inform decisions for school improvement initiatives?

The data has focused school improvement initiatives around Response to Intervention / Multi-Tiered Systems of Support, using programs with fidelity, using personnel allocations to their full potential, and continuing to train faculty on instructional processes that will ensure student growth.

### School Plan for Improvement

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Caldwell County Schools	Oak Hill School	376	2015-2016

  

<b>GOAL #1:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>To increase student achievement on Reading End-of Grade Tests and mClass proficiency scores to 65% proficient by the end of the 2015 - 2016 school year.</i></b>	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Goal 1: To increase student achievement.
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented

  

<b>GOAL #2:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>To increase student achievement on Math End-of-Grade Tests proficiency scores to 55% proficient by the end of the 2015 - 2016 school year.</i></b>	
	SBE Goal Alignment:	Goal 1: Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.
	LEA Goal Alignment:	Goal 1: To increase student achievement.
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented

  

<b>GOAL #3:</b> (SMART - Specific, Measurable, Attainable, Realistic, Time-Bound)	<b><i>To restructure professional learning communities so that teachers will increase knowledge of data driven instructional decision making using the Multi-Tier System of Support model by June 2016 as measured by the number of teachers who achieve exceeding growth in their classrooms based on the North Carolina Educator Effectiveness System Standard Six.</i></b>	
	SBE Goal Alignment:	Goal 3: Every student, every day has excellent educators.
	LEA Goal Alignment:	Goal 2.15: To develop Professional Learning Communities in all schools and on the Central Services Level
	Indistar Indicator: (if applicable)	
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented

### School Plan for Improvement

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Caldwell County Schools	Oak Hill School	376	2015-2016
<b>GOAL #1:</b>	<i>To increase student achievement on Reading End-of Grade Tests and mClass proficiency scores to 65% proficient by the end of the 2015 - 2016 school year.</i>		
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>All students will take a reading universal screening assessment no less than four times during the school year to determine growth and identify areas of weakness.</i>		
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Oak Hill School will utilize STAR Reading as our universal screening tool for grades 3-8. Grades K-2 will utilize mClass Reading 3D as a universal screening tool. Students will be assessed with STAR Reading no less than four times during the school year, and they will complete benchmark with mClass assessments no less than three times during the school year. Teachers will analyze data from the universal screening tool to determine student progress for a means to drive further instructional practices. Students who are deemed to be Tier II students (as defined in the Multi-Tier System of Support model) will be assessed more frequently to determine whether or not interventions are successful or in need modification.</i>		
	Evidence: (Identify documents and artifacts)	Assessment scores from each universal screening and formative assessments will be reported during data meetings with administration, instructional facilitator and Professional Learning Community members.	
	Person(s) Responsible:	Administration (monitors progress, disaggregates data for classes and school, observes instruction ), District Instructional Facilitator (analyzes data, provides instructional support for teachers and students, researches and develops better and more efficient instructional practices), All English Language Arts teachers (administer screening tools, develop formative assessment, provide differentiated instruction).	
	Timeline:	STAR Reading Timeline: 1st school wide assessment: August 2015; 2nd school wide assessment: October 2015; 3rd school wide assessment December 2015; fourth school wide assessment March 2016	
	Budget Amount: (if applicable)	\$2,000	Budget Source: (if applicable)
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>All reading teachers will meet individual student needs by designing instruction based on student readiness data. Student readiness data includes universal screeners (STAR Reading, mClass, iReady) and teacher made formative assessments. Data points from universal screener and formative assessments will be monitored during weekly professional learning communities.</i>		
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented	

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<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Administration will develop a master schedule to provide daily times for tutoring, enrichment, and intervention. Teachers will develop intervention/enrichment plans based on student readiness data to be used during these times. Administration will be trained and use the Advanced Ed observation tool Effective Learning Environments Observation Tool to monitor and focus on what students are doing during instruction in order to provide better feedback to teachers.</b>			
	Evidence: (Identify documents and artifacts)	Master schedule documentation, tutoring logs, progress monitoring data records of intervention groups, intervention folders containing materials.		
	Person(s) Responsible:	Administration (develops master schedule and allocates personnell based upon need, develops support and structure for student grouping that ensures faculty responsibility, monitors instructional practices ), District Instructional Facilitator (structures grouping, provides resources for instructional groups, develops feedback forms), and English Language Arts teachers (follow schedule, utilize allocations of personnell, develop student groups, track and log grouping activities).		
	Timeline:	To be completed throughout the 2015-2016 school year. Weekly professional learning community meetings will analyze student progress and response to interventions and enrichment.		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b>Teachers will provide weekly lesson plans one week in advance to administration and instructional facilitator so feedback may be provided to address both strengths and weaknesses. This process will help administration and instructional facilitators determine if daily instruction is meeting the objectives of the content standards.</b>			
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b>Administration will provide a researched based lesson plan template to all English Language Arts teachers. Teachers will be expected to turn lesson plans into administration and instructional facilitator one week in advance. Administration and instructional facilitator will review lesson plans and provide feedback in a timely manner.</b>			
	Evidence: (Identify documents and artifacts)	Completed weekly lesson plans included in Data Monitoring Notebooks, Feedback from Administration and Instructional Facilitator provided during professional learning community meetings.		
	Person(s) Responsible:	ELA teachers (develop lesson plans using templates and rubrics given), Administration (monitor review and provide feedback to improve instructional practices), Instructional Facilitator (monitor review and provide feedback to improve instructional practices)		
	Timeline:	To be turned in weekly		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	

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### School Plan for Improvement

<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Caldwell County Schools	Oak Hill School	376	2015-2016
<b>GOAL #2:</b>	<i>To increase student achievement on Math End-of-Grade Tests proficiency scores to 55% proficient by the end of the 2015 - 2016 school year.</i>		
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>All students will take math universal screening assessments no less than four times during the school year to determine growth and identify areas of weakness.</i>		
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Oak Hill School will utilize STAR Math as our universal screening tool. Students will be assessed with STAR Math no less than four times during the school year. Teachers will analyze data from the universal screening tool to determine student progress. Students who are deemed to be Tier II students (as defined in the Multi-Tier System of Support model) will be assessed more frequently to determine whether or not interventions are successful and need modification.</i>		
	Evidence: (Identify documents and artifacts)	Scores from each screening will be reported during data meetings with administration, instructional facilitator and Professional Learning Community members	
	Person(s) Responsible:	Administration (monitors progress, disaggregates data for classes and school, observes instruction ), District Instructional Facilitator (analyzes data, provides instructional support for teachers and students, researches and develops better and more efficient instructional practices), Math teachers (administer screening tools, develop formative assessment, provide differentiated instruction).	
	Timeline:	1st school wide assessment: August 2015; 2nd school wide assessment: October 2015; 3rd school wide assessment January 2016; fourth school wide assessment March 2016	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>All math teachers will meet individual student needs by designing instruction based on student readiness data. Student readiness data will include STAR Math, iReady Math, and teacher made formative assessments.</i>		
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Administration will develop a master schedule to provide daily times for tutoring, enrichment and intervention. Teachers will develop intervention/enrichment plans based on student readiness data to be used during these times.</i>		
	Evidence: (Identify documents and artifacts)	Master schedule documentation, tutoring logs, progress monitoring logs of intervention groups, intervention folders containing materials.	

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	Person(s) Responsible:	Administration (develops master schedule and allocates personnell based upon need, develops support and structure for student grouping that ensures faculty responsibility, monitors instructional practices ), District Instructional Facilitator (structures grouping, provides resources for instructional groups, develops feedback forms), Math teachers (follow schedule, utilize allocations of personnell, develop student groups, track and log grouping activities).		
	Timeline:	To be completed throughout the 2015-2016 school year. Weekly professional learning community meetings will analyze student progress and response to interventions and enrichment.		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b><i>Teachers will provide weekly lesson plans one week in advance to administration and instructional facilitator so feedback may be provided to address both strengths and weaknesses. This process will help administration and instructional facilitators determine if daily instruction is meeting the objectives of the content standards.</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this stratgegy.	<b><i>Administration will provide a researched based lesson plan template to all Math teachers. Teachers will be expected to turn lesson plans into administration and instructional facilitator one week in advance. Administration and instructional facilitator will review lesson plans and provide feedback in a timely manner.</i></b>			
	Evidence: (Identify documents and artifacts)	Completed weekly lesson plans included in Data Monitoring Notebooks, Feedback from Administration and Instructional Facilitator provided.		
	Person(s) Responsible:	Math teachers (develop lesson plans using templates and rubrics given), Administration (monitor review and provide feedback to improve instructional practices), Instructional Facilitator (monitor review and provide feedback to improve instructional practices)		
	Timeline:	To be turned in weekly		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	



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<b>District Name:</b>	<b>School Name:</b>	<b>School Code:</b>	<b>Year:</b>
Caldwell County Schools	Oak Hill School	376	2015-2016
<b>GOAL #3:</b>	<i>To restructure professional learning communities so that teachers will increase knowledge of data driven instructional decision making using the Multi-Tier System of Support model by June 2016 as measured by the number of teachers who achieve exceeding growth in their classrooms based on the North Carolina Educator Effectiveness System Standard Six.</i>		
<b>Strategy #1:</b> Describe the strategy that will support this goal	<i>Train all faculty and staff members in the Multi-Tier System of Support model and to have teachers meet directly with subject area instructional faciliitor weekly to analyze instructional methods to focus on core instruction (TIPS Model), and student progress. The 2015 - 2016 school year is a training year for Multi-Tier System of Suppor for Oak Hill School. During the 2016 -2017 Oak Hill School will implement Multi-Tier System of Support strategies.</i>		
<b>Progress:</b>	Progress Monitoring Status:	Partially Implemented	
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<i>Utilize Early Release days and professional learning community meetings to deliver professional development to all faculty. Subject area instructional facilitors will utilize weekly professional learning community meetings with individual grade level teachers to analyze instructional methods and student progres and focus on core teaching processes.</i>		
	Evidence: (Identify documents and artifacts)	Agendas from ER day professional development, professional learning communities meeting minutes, teacher evaluations of professional development, completed Multi-Tier System of Suppor paperwork.	
	Person(s) Responsible:	Administration (develops training sessions, research and develop more efficient instructional practices), Instructional Facilitator (research and develop more efficient instructional practices, facilitate professional learning community meetings based upon teacher need and student progress), Multi-Tier System of Support district training team (provides support and training).	
	Timeline:	1st ER Day: October 22. 2015; 2nd ER Day: January 15, 2016; 3rd ER Day: March 23, 2016. Weekly professional learning communities	
	Budget Amount: (if applicable)		Budget Source: (if applicable)
<b>Strategy #2:</b> Describe the strategy that will support this goal	<i>Develop common formative assessments to determine student readiness and aligning student data to instructional planning and grouping of students for differentiated instruction in core subjects and to guage effectiveness of remediation and intervention plans.</i>		
<b>Progress:</b>	Progress Monitoring Status:		

### School Plan for Improvement

<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>Instructional facilitator will help teachers develop formative assessments utilizing SchoolNet items that align with standards. During professional learning community meetings, faculty will analyze data to determine student readiness and create student groups for differentiation and intervention based on need.</i></b>			
	Evidence: (Identify documents and artifacts)	Completed SchoolNet assessments, professional learning community meeting minutes		
	Person(s) Responsible:	All faculty (develop and administer assessment, differentiate instruction, develop class level groups), administration (monitor, review assessment instruction and progress/growth of student body), Instructional Facilitator (facilitates assessment development, trains faculty on the use of SchoolNet, assist in grouping of students)		
	Timeline:	Weekly professional learning community meetings		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	
<b>Strategy #3:</b> Describe the strategy that will support this goal	<b><i>Continue to actively participate in the Understanding by Design professional development offered by district instructional facilitators.</i></b>			
<b>Progress:</b>	Progress Monitoring Status:	Fully Implemented		
<b>Tasks/Action Steps:</b> Describe the action steps that will be taken to support this strategy.	<b><i>Middle level core teachers will participate in four professional development sessions with district level curriculum specialists to deconstruct standards and create standards based instructional activites and assessments that aligns with the verb in each content objective. These sesions are scheduled to occur two weeks prior to each nine week grading period.</i></b>			
	Evidence: (Identify documents and artifacts)	District provided notebook with core standards, relevant materials, assessments, professional development evaluations		
	Person(s) Responsible:	Middle School Director( facilitate professional development, allocate instructioanl facilitators, review resources, research and develop more efficient instructional activities), Administration (support and attend professional development activities) District Instructional Facilitators (research and develop more efficient instructional activities aligned to standards) , middle level core teachers (attend and utilize activities and assessments provided with fidelity)		
	Timeline:	Quarterly Sessions		
	Budget Amount: (if applicable)		Budget Source: (if applicable)	